

New England Common Assessment Program

Released Items
Support Materials
2007

Grade 6 Reading

5.3.2 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary

We knew the fish was <u>fresh</u> because we bought it from the fisherman on the boat.

- 1 Which sentence uses the word <u>fresh</u> as it is used in the box?
 - A. The fruit that was delivered today was <u>fresh</u>.
 - B. The child made a <u>fresh</u> remark to the adult and was punished.
 - C. The water on the island was <u>fresh</u>, not salty.
 - D. The runner traded places in the relay with a fresh runner.
- 5.3.1 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by identifying synonyms, antonyms, homonyms/homophones, or shades of meaning
- 2 A synonym for the word example is
 - A. excuse.
 - B. model.
 - C. exchange.
 - D. document.

- 5.7.2 Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions related to main/central ideas or key details
- 3 Today's maps are different from those of the past because they are more
 - A. beautiful.
 - B. costly.
 - C. lasting.
 - D. common.
- **5.7.2** Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions related to main/central ideas or key details
- 4 What is the main idea of paragraph 3?
 - A. Mapmaking began in Europe.
 - B. People used maps to tell stories.
 - C. Making a map was very difficult.
 - D. Maps have existed for a very long time.

- 5.3.2 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary
- 5 In paragraph 4, a <u>bird's-eye view</u> means you are looking
 - A. down upon the area.
 - B. rapidly across the area.
 - C. from a great distance from the area.
 - D. out from the center of the area.
- **5.7.2** Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions related to main/central ideas or key details
- **6** How is today's *compass rose* similar to earlier ones?
 - A. Both have only four compass points.
 - B. Both look like a rose.
 - C. Both show compass directions.
 - D. Both explain symbols.

MAP IT Informational Text

- **5.7.3 Demonstrate initial understanding of informational texts (expository and practical texts) by** organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)
- 1 Using information from the article, explain how people use maps to get from one place to another.

Scoring Guide:

Score	Description					
4	Response includes a thorough explanation of how people use maps to get from one place to another. Response includes information from the article.					
3	Response includes an explanation of how people use maps to get from one place to another. Response includes some information from the article.					
2	Response includes a partial explanation of how people use maps to get from one place to another. Response uses limited information from the article.					
1	Response is vague or minimal.					
0	Response is totally incorrect or irrelevant.					
Blank	No response					

Training Notes:

The response may describe how maps are used (for example, by captains and pilots) or describe the process of using a map to get from one place to another. A thorough response will explain how a map is **used**.

Elements that may be mentioned include the compass rose, the key, symbols for landmarks, etc.

Score Point 4

7

Response includes a thorough explanation of how people use maps to get from one place to another. Response includes information from the article.

Score Point 3

People go place to place by using a compos rose and directions from the map. Caplins and pilots use maps to navigate ships and planes. People use maps to plan trips or go to a house or a restrurant. Maps tell people where to and turn. Maps use landmarks to tell where things are. We use maps to measure distence from where we are, between the point we go to. Maps help us to get to a serten place. Maps show us where we are and where we have to go in a state or contenct.

Response includes an explanation of how people use maps to get from one place to another. Response includes some information from the article.

Score Point 2

People use maps to get from
one place to another bullooking
legend to find any marks to see
if they can find other destination.
This is how people act from
one place to another by using
Mass
11000

Response includes a partial explanation of how people use maps to get from one place to another. Response uses limited information from the article.

Score Point 1

0	They look at where they me
	They look at where they me airection it tens them to go.
	IT Tous them to go:

Response is vague or minimal.

Score Point 0

Prople use maps by putting them In there slove conportmentes of there can being maps to oset anythere!

Response is totally incorrect or irrelevant.

- **5.2.1** Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)
- 8 In paragraph 14, the word crinkle means
 - A. cut.
 - B. spray.
 - C. discolor.
 - D. wrinkle.
- **5.7.2** Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions related to main/central ideas or key details
- **9** Which of the following is a landmark that can be used on a map?
 - A. a bike rider
 - B. a dog
 - C. a lake
 - D. a school bus

- **5.8.2** Analyze and interpret informational text, citing evidence as appropriate by synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)
- 10 Another good title for this article is
 - A. "Maps of Clay."
 - B. "Finding the Way."
 - C. "The Compass Rose."
 - D. "Drawing My Room."
- **5.8.3** Analyze and interpret informational text, citing evidence as appropriate by drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, <u>persuade</u>) or message; or forming and supporting opinions/judgments <u>and assertions about central ideas</u> that are relevant
- 11 The main purpose of this article is to
 - A. explain the compass rose.
 - B. inform readers about travel.
 - C. inform readers about mapmaking.
 - D. explain some careers in mapmaking.

- **5.8.2** Analyze and interpret informational text, citing evidence as appropriate by synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)
- (2) After reading this article, tell what information you would include on a map of your school. Use details from the article to explain your answer.

Scoring Guide:

Score	Description				
4	Response includes a thorough explanation of the information the student would include on a map of his/her school. Response includes information from the article.				
3	Response includes an explanation of the information the student would include on a map of his/her school. Response includes some information from the article.				
2	Response includes a partial explanation of the information the student would include on a map of his/her school. Response uses limited information from the article.				
1	Response is vague or minimal.				
0	Response is totally incorrect or irrelevant.				
Blank	No response				

Training Notes:

The information the student would include on a map of his/her school:

- Distance from one landmark to another; distance might be indicated by distance (feet, yards, steps, miles, meters) or time needed to move from one point to another.
- Symbols such as lines, colors, and shapes for the landmarks should be identified in the key.
- The directions should be indicated on the map, perhaps with a compass rose, marking north, south, east, west.
- · A key or legend would interpret the symbols and colors used.

Note: Answers may vary.

Score Point 4

12

my school would start out rose ompass

Response includes a thorough explanation of the information the student would include on a map of his/her school. Response includes information from the article.

Score Point 3

1	
	If I made a map of my school, I would draw
	LI O I O I O I O I O I O I O I O I O I O
	the whole school, including the junitors closets. Il
	would draw the school many times smaller on
	0 + +0. 0 0 1 + 0 -0
	my map, but everything would be to scale. Il
	think it is important to make maps to
	scale because it is clearer to the reader
	of the map how big everything really was.
	Il would also include a key, wich would
	explain what the different symbols of used
	ment, and it would also explain how big
	everything was (for example, 1 cm = 10 m.). Il would
	also include a compass, wich would tell the
	reader where our school was
	•

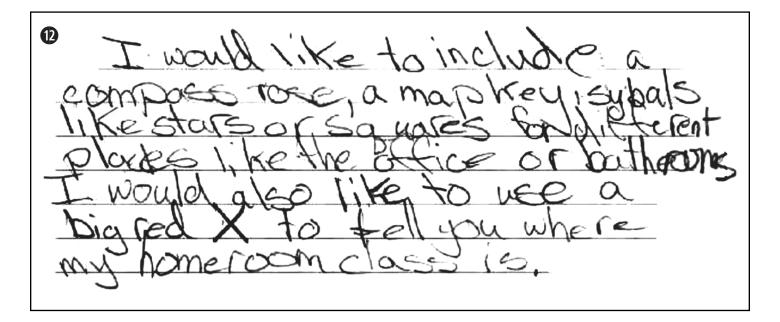
Response includes an explanation of the information the student would include on a map of his/her school. Response includes some information from the article.

Score Point 2

Some impormation I would use on my map of
the school is, I would make a key, or legend,
explaining what the symbols on my may mean. I
moved also include a compass rose. I would label
key points of my school, like the office, or the
library. I would show the gym and the lunch-

Response includes a partial explanation of the information the student would include on a map of his/her school. Response uses limited information from the article.

Score Point 2



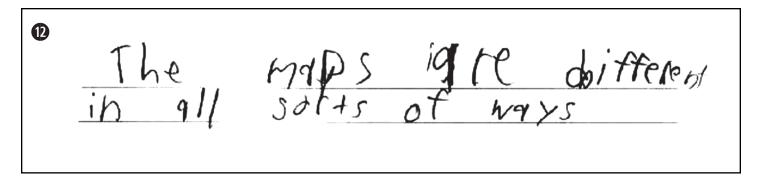
Response includes a partial explanation of the information the student would include on a map of his/her school. Response uses limited information from the article.

Score Point 1

12						
	I	playground	de al	1 20015	211 (1	255100ms
	the	playground	the	lurchloom	library	•
			,		•]	

Response is vague or minimal.

Score Point 0



Response is totally incorrect or irrelevant.